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ABSTRACT

This book describes and analyzes the teaching that has evolved in mathematics classrooms of teachers who have been forerunners in the effort to implement the National Council of Teachers of Mathematics (NCTM) Standards in Elementary Mathematics. Research and insights from psychology, mathematics, and sociology are presented. Chapters include: (1) "Introduction" (Barbara Scott Nelson, Janet Warfield, and Terry Wood); (2) "Teaching, with Respect to Mathematics and Students" (Deborah Loewenberg Ball); (3) "An Alternative Conception of Teaching for Understanding: Case Studies of Two First-Grade Mathematics Classes" (Thomas P. Carpenter, Ellen Ansell, and Linda Levi); (4) "Teaching as Learning within a Community of Practice: Characterizing Generative Growth" (Megan Loef Franke and Elham Kazemi); (5) "Developing a Professional Vision of Classroom Events" (Miriam Gamoran Sherin); (6) "Commentary 1: Questions and Issues" (Barbara Jaworski); (7) "Learning to See the Invisible: What Skills and Knowledge Are Needed To Engage with Students' Mathematical Ideas?" (Deborah Schifter); (8) "Where Mathematics Content Knowledge Matters: Learning about and Building on Children's Mathematical Thinking" (Janet Warfield); (9) "Two Intertwined Bodies of Work: Conducting Research on Mathematics Teacher Development and Elaborating Theory of Mathematics Teaching/Learning" (Martin A. Simon); (10) "Commentary 2: Issues and Questions" (Barbara Jaworski); (11) "Extending the Conception of Mathematics Teaching" (Terry Wood and Tammy Turner-Vorbeck); (12) "Making Sense of Mathematics Teaching in Real Contexts" (Betsy McNeal); (13) "Commentary 3: Questions and Issues" (Barbara Jaworski); (14) "Constructing Facilitative Teaching" (Barbara Scott Nelson); (15) "Constructivist Mathematics Instruction and Current Trends in Research on Teaching" (Virginia Richardson); and (16) "Final Remarks" (Terry Wood, Barbara Scott Nelson, and Janet Warfield). (MM)

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